



Updates to YoungStar 2019-2020 Evaluation Criteria



WISCONSIN DEPARTMENT OF
CHILDREN AND FAMILIES

GENERAL YOUNGSTAR UPDATES

- Revised contracts
- Off-Year Service Requests
- 2019/2020 Evaluation Criteria will be available after January 1, 2018 so that Consultants can be using the documents to guide program preparation for those who have their rating year in 2019

2019/2020 Evaluation Criteria Changes

- YoungStar will refine its 3 Star educational threshold for Lead Teachers/Group Leaders and family child care providers
 - Reduce cost
 - Reduce other structural barriers to higher education completion
 - Support family child care programs
 - Help combat provider/teacher shortage

Educational Qualifications

The center will receive credit for the highest education level attained in each table. For YoungStar Registry Level 6, a 3 credit course must be from one of the following or a course from one of the following credentials below:

- Child Development Course
 - Health Safety and Nutrition Course
 - Foundations of Early Childhood Course
 - Infant/Toddler Development Course
 - Child Psychology Course
- OR
- Family Child Care Credential,
 - Infant/Toddler Credential,
 - Preschool Credential, or
 - Afterschool and Youth Development Credential

Quality Indicators – Lead Teacher Qualifications (Group Child Care – Track 1 only shown here)	Points Awarded
Lead Teachers with Registry Level 7 or higher for 25% of all classrooms and Lead Teachers with Registry Level 6 or higher for 25% of all other classrooms. – <i>Required for 3 Stars</i>	1
Lead Teachers with Registry Level 7 or higher for 50% of all classrooms	2
Lead Teachers with Registry Level 9 or higher for 50% of classrooms; all other classrooms have a Lead Teacher with Registry Level 7 or higher – <i>Required for 4 Stars</i>	3
Lead Teachers with Registry Level 10 or higher for 50% of classrooms; all other classrooms have a Lead Teacher with Registry Level 7 or higher	4
Lead Teachers with Registry Level 12 or higher for 50% of classrooms and all other classrooms have a Lead Teacher with Registry Level 7 or higher	5
Lead Teachers with Registry Level 12 or higher for 50% of classrooms and Lead Teachers with Registry Level 10 or higher for the rest of the classrooms	6
Lead Teachers with Registry Level 12 or higher for 100% of classrooms – <i>Required for 5 Stars</i>	7
Lead Teachers with Registry Level 14 or higher for 50% of classrooms and Registry Level 12 or higher for 50% of the rest of the classrooms	8
Lead Teachers with Registry Level 14 or higher for 100% of the classrooms	9

Important Note: the information above does not reflect requirements for licensing. The individual serving in a position must minimally meet licensing requirements for that position.



A.1 Family Provider Qualifications

Quality Indicators – Provider Qualifications	Points Awarded
Provider with Registry Level 6	2
Provider with Registry Level 7 – <i>Required for 3 Stars</i>	3
Provider with Registry Level 9	4
Provider with Registry Level 9 and a CDA	6
Provider with Registry Level 10 - <i>Required for 4 Stars</i>	10
Provider with Registry Level 12 – <i>Required for 5 Stars</i>	12
Provider with Registry Level 14	13
Provider with Registry Level 15 or higher	14

Registry Level 7 = 6 related Credits



B.1.1 and .2 Self-Assessment and Quality Improvement Plans



- Required for 3, 4, and 5 Stars
- Points will not be received for these required items
- Points will be reassigned to other indicators (1 point each)
 - One point becomes two for B.2.2
 - Curriculum/Programming aligned with WMELS or SACF
 - One point becomes two for B.3.2
 - Teacher Uses Intentional Planning to Improve Child Outcomes

Early Childhood: Developmentally Appropriate Practices Play is the Way



Children Learn by Playing

DPI promotes play as the
key to early learning.

Related: Wisconsin
Model Early Learning
Standards.

<https://dpi.wi.gov/early-childhood/devel-approp>

Five Important Areas Related to Teacher's Role in DAP

- Create caring community of learners
- Teaching to enhance development and learning
- Planning curriculum to achieve important Goals
- Assessing children's development and learning
- Establishing reciprocal relationships with families

B.1.3 Developmentally Appropriate Environment is Aligned to WMELS or SACF

- Incorporates the Wisconsin Model Early Learning Standards and/or School-Age Curricular Framework
- Programs will need to demonstrate developmentally appropriate materials, interactions, and learning centers to achieve a 3 Star or higher rating



Rationale

- Exploration and play for children is supported by the environment.
- Learning occurs best when opportunities are created in natural and authentic contexts.
- Children are provided with opportunities to explore and apply new skills through a balance of child-initiated and teacher-initiated activities.
- Children are offered different types of play and learning experiences to choose from, during which time positive interactions amongst peers and teachers are occurring.
- Children gain the most benefit for playful learning experiences and materials when positive relationships are at the foundation of teaching.

1. Classroom staff members provide developmentally appropriate activities/practices that are engaging, comforting, culturally sensitive and compassionate.



- **All of the following elements must be observed:**
 - All interactions by teachers must be positive or neutral at best.
 - The classroom staff and children appear to enjoy being with each other and demonstrate respect for one another.
 - Classroom staff use communication that is developmentally appropriate, and have developmentally appropriate expectations for children's behavior.
- **At least two of these additional practices must be observed:**
 - The classroom staff is usually in close physical proximity with the children and often joins in the children's experiences and activities.
 - Classroom staff provides opportunities for peer interactions as children are able to participate in experiences and activities together.
 - The classroom staff is observed having turn-taking conversations with most children and asking follow-up questions in a neutral or pleasant tone of voice.
 - Classroom staff offers at least one staff-initiated receptive language activity each day (eg. reading a book to children, storytelling, etc).

2. The environment includes at least **five** defined interest centers/areas that are developmentally appropriate and reflect either the WMELS' five domains or the SACF's nine content areas.

Additionally, ALL of the following elements must be observed:

All materials must be developmentally appropriate and each classroom/group must include (specified minimum):

- at least one book for every child allowed to attend at any given time,
- at least six types of fine motor materials;
- at least six types of art materials (for classrooms with all children age 12 months or older);
- at least two sets of 10 – 20 blocks (for classrooms with children ages 12 months to 12 years);
- at least five examples of dramatic play materials; and
- at least six types of materials that support math/number development.

Materials and/or experiences in at least three areas must offer children varied levels of difficulty and/or address use of different learning styles.

Materials in the interest centers must be considered easily accessible for independent use by the children.



The daily schedule must include a minimum of 50 consecutive minutes of uninterrupted indoor free choice to allow for in-depth investigation of the environment and materials.

- If the program is open for more than 4 hours per day for that age group of children served
- If the program is open for less than 4 hours per day for that age group of children served, a pro-ration will be determined
- If the program has a split schedule then the 50 consecutive minutes can be split.



At least one of these additional practices must be observed:

- All interest centers/areas must be available for children to use for the majority of the day (excluding routine care times).
- Quiet activity areas are located away from noisy activity areas.
- Information about WMELS and/or SACF is provided to families and staff (if applicable).

VERIFICATION

For this indicator, all classrooms must follow the items outlined above but to use verification time wisely, a Consultant/Rater should verify this practice in one classroom for each age group served: birth – 35 months, 36 – 60 months and/or school-age. If there are fewer than four classrooms in the program, Consultant/Rater must verify indicators in every classroom. If not all age groups are represented, the Consultant/Rater will verify three selected classrooms/groups. Consultant/Rater must verify developmentally appropriate environment through observation. If more information is needed, lesson plan, schedule, and/or interview may be used.



C.5.1-5.4 Family Engagement

- Slight revision to the indicators
- Simplified in the rating criteria language and has set a goal of reducing the current options down to 4 indicators that most align with child outcomes
- DCF is reviewing the National Family Support Network - **Standards of Quality for Family Strengthening and Support** and Child Care Aware **Key QRIS Family Engagement Features**

FAMILY ENGAGEMENT IN QRIS

Key Features of Family Engagement Sample Indicators

Communication

- Respectful two-way exchange of information
- Multiple ways to communicate are offered
- Time is made to engage families meaningfully in conversations



Family Needs and Feedback

- Family input guides program planning and policies
- Program is adapted to meet the needs of children and families
- Hiring practices of staff and volunteers reflect family's diverse backgrounds



Collaborative Activities with Families

- Fathers are encouraged to participate in activities
- Opportunities exist for staff and families to learn from one another
- Volunteer opportunities match families' strengths, interests, and skills



Community Resources and Family Support

- Families are connected to community resources
- Support and planning around transitions is provided
- Educational & developmental resources are offered for families to use at home



Family Engagement

- For 3 Stars, programs must demonstrate practices that meet at least one activity from each of the four indicators (5.1, 5.2, 5.3, 5.4)
 - For example, 5.1.1.activity, 5.2.1.activity,
5.3.1.activity, 5.4.1.activity
- For 4 and 5 Stars, programs must demonstrate practices that meet at least two activities from each of the four indicators. (5.1, 5.2, 5.3, 5.4)
 - For example, 5.1.1.activity, 5.1.2.activity
5.2.1.activity, 5.2.3.activity
5.3.2.activity, 5.3.3.activity
5.4.1.activity, 5.4.3.activity

D.1.3 – Inclusion Training

<https://dcf.wisconsin.gov/youngstar/eci/trainings>



- **Wisconsin UNITES -**
Understanding the Need for Inclusive Training and Educational Support
 - A self-guided training series that consists of 5 individual modules
 - Module 1: Foundations of Inclusion
 - Module 2: Applying What We Know
 - Module 3: Supporting Inclusion in Your Child Care Program
 - Administration
 - Module 4: Supporting Inclusion in Your Child Care Program
 - Staff
 - Module 5: This is High Quality Inclusive Child Care
- For an individual reviewing the trainings, it can be counted toward the 5 hours of continuing education for licensing (Independent reading and/or watching of educational materials)

D.1.3 – Inclusion Training



- Moving Beyond Inclusion as a Philosophy, Ideal or Policy

This video was recorded during the 2017 Early Childhood Inclusion Institute and is 64 minutes in length

- YoungStar Technical Consultants and other early care and education support staff from Wisconsin were given the opportunity to hear the above presentation from Dr. Kristie Pretti-Frontczak
- The presentation addresses the importance of inclusion for all children and explores solutions to the barriers that can keep inclusion from becoming a reality.



<https://www.youtube.com/watch?v=S99kTgyYytQ&feature=youtu.be>

D.1.3 – Inclusion Resources

- Resources from “Redefining Inclusion” video
 - [Brain Building Strategies - Mindfulness](#)
 - [Classroom Clean Sweep to support all learners](#)
 - [Visual Supports](#)
 - [Calendar Time Tips](#)
 - [Snack Time Tips](#)
 - [Circle Time Tips](#)
- Early Childhood Technical Assistance Center (ECTA)
 - [Inclusion](#)
- Together – Children Grow booklet updated and redesigned
 - [English](#)



[Spanish](#)



D.1.4 Health and Wellbeing

- Child Abuse and Neglect Prevention Training (stand-alone) will be removed beginning January 2019.
- The following trainings will count for D.1.4 taking place under the 2019/2020 criteria
 - Strengthening Families
 - Family Service Credential
 - Touchpoints Birth to Three: Your Child's Emotional and Behavioral Development
 - Department-approved equivalent that demonstrates knowledge of protective factors.

Minimum Point Requirements (Handout)

School-Age Child Care Minimum Points Requirements 2019/2020

Minimum Requirements	2 Star 0-10 Points	3 Star - new path 11-22 Points	4 Star 23-32 Points	5 Star 33-40 Points
Regulatory Compliance	Regulatory Compliance	Regulatory Compliance	Regulatory Compliance	Regulatory Compliance
Education		Group Leaders with Registry Level 7 & Up for 25% of all groups AND Level 5 and up for additional 25% of groups (1pt) Director with Registry Level 10 & Up (3pts)	Group Leaders with Registry Level 7 and up for 100% of groups (3pts) Director with Registry Level 12 & Up (5pts)	Group Leaders with Registry Level 9 & Up for 50% of the groups AND Level 7 or higher for all other groups (4pts) Director with Registry Level 13 & Up (7pts)
Environment and Curriculum		Program Self Assessment / Quality Improvement Plan Environment aligned with Wisconsin Model Early Learning Standards and/or School-Age Curricular Framework (1pt)	Program Self Assessment / Quality Improvement Plan Environment Rating Scale (ERS) Average Score of 4 (3pts) Environment aligned with Wisconsin Model Early Learning Standards and/or School-Age Curricular Framework (1pt)	Program Self Assessment / Quality Improvement Plan ERS Average Score of 5 (4pts) Environment aligned with Wisconsin Model Early Learning Standards and/or School-Age Curricular Framework (1pt)
Business and Professional Practices	Program must complete a signed YoungStar Contract with DCF to participate in the Wisconsin Shares program and meet all reporting requirements.	Program must complete a signed YoungStar Contract with DCF Ongoing yearly budget, budget review, record-keeping and accurate tax record (1pt) Family Engagement (1pt)	Program must complete a signed YoungStar Contract with DCF Ongoing yearly budget, budget review, record-keeping and accurate tax record (1pt) Written copy of employment policies (1pt) Family Engagement (2pts)	Program must complete a signed YoungStar Contract with DCF Ongoing yearly budget, budget review, record-keeping and accurate tax record (1pt) Written copy of employment policies (1pt) Business offers evidence of using full-staff strategic planning for improved workplace standards (1pt) Family Engagement (2pts)
Child Health and Wellness		Program supports healthy nutrition and/or physical activity policies and practices (1pt)	Program supports healthy nutrition and/or physical activity policies and practices (1pt)	Program supports healthy nutrition and/or physical activity policies and practices (1pt)
Additional Optional Points Needed		3 or more points	6 or more points	11 or more points

Group Center Child Care Minimum Points Requirements 2019/2020

Minimum Requirements	2 Star 0-10 Points	3 Star - new path 11-22 Points	4 Star 23-32 Points	5 Star 33-40 Points
Regulatory Compliance	Regulatory Compliance	Regulatory Compliance	Regulatory Compliance	Regulatory Compliance
Education		Lead Teachers with Registry Level 7 & Up for 50% of all classrooms AND Level 5 and up for additional 25% of classrooms (1pt) Director with Registry Level 10 & Up (1pt)	Lead Teachers with Registry Level 9 & Up for 50% of all classrooms AND all other Lead Teachers with Registry Level 7 & Up (3pts) Director with Registry Level 12 & Up (3pts)	Lead Teachers with Registry Level 12 & Up for 100% of the classrooms (7pts) Director with Registry Level 13 & Up (4pts)
Environment and Curriculum		Program Self Assessment / Quality Improvement Plan Environment aligned with Wisconsin Model Early Learning Standards and/or School-Age Curricular Framework (1pt)	Program Self Assessment / Quality Improvement Plan Environment Rating Scale (ERS) Average Score of 4 (3pts) Environment aligned with Wisconsin Model Early Learning Standards and/or School-Age Curricular Framework (1pt)	Program Self Assessment / Quality Improvement Plan ERS Average Score of 5 (4pts) Environment aligned with Wisconsin Model Early Learning Standards and/or School-Age Curricular Framework (1pt)
Business and Professional Practices	Program must complete a signed YoungStar Contract with DCF to participate in the Wisconsin Shares program and meet all reporting requirements.	Program must complete a signed YoungStar Contract with DCF Ongoing yearly budget, budget review, record-keeping and accurate tax record (1pt) Family Engagement (1pt)	Program must complete a signed YoungStar Contract with DCF Ongoing yearly budget, budget review, record-keeping and accurate tax record (1pt) Written copy of employment policies (1pt) Family Engagement (2pts)	Program must complete a signed YoungStar Contract with DCF Ongoing yearly budget, budget review, record-keeping and accurate tax record (1pt) Written copy of employment policies (1pt) Business offers evidence of using full-staff strategic planning for improved workplace standards (1pt) Family Engagement (2pts)
Child Health and Wellness		Program supports healthy nutrition and/or physical activity policies and practices (1pt)	Program supports healthy nutrition and/or physical activity policies and practices (1pt)	Program supports healthy nutrition and/or physical activity policies and practices (1pt)
Additional Optional Points Needed		5 or more points	8 or more points	11 or more points

Family Program Child Care Minimum Points Requirements 2019/2020

Minimum Requirements	2 Star 0-10 Points	3 Star - New path 11-22 Points	4 Star 23-32 Points	5 Star 33-40 Points
Licensing Compliance	Licensing Compliance	Licensing Compliance	Licensing Compliance	Licensing Compliance
Education		Provider with Registry Level 7 & Up (3pts)	Provider with Registry Level 10 & Up (10pts)	Provider with Registry Level 12 & Up (12pts)
Environment and Curriculum		Program Self Assessment / Quality Improvement Plan Environment aligned with Wisconsin Model Early Learning Standards (WMELS) and/or School-Age Curricular Framework (1pt)	Program Self Assessment / Quality Improvement Plan Family Child Care Environment Rating Scale (FCCERS) Average Score of 4 (3pts) Environment aligned with Wisconsin Model Early Learning Standards (WMELS) and/or School-Age Curricular Framework (1pt)	Program Self Assessment / Quality Improvement Plan Family Child Care Environment Rating Scale (FCCERS) Average Score of 5 (4pts) Environment aligned with Wisconsin Model Early Learning Standards (WMELS) and/or School-Age Curricular Framework (1pt)
Business and Professional Practices	Provider must complete a signed YoungStar Contract with DCF to participate in the Wisconsin Shares program and meet all reporting requirements.	Provider must complete a signed YoungStar Contract with DCF Ongoing yearly budget, budget review, record-keeping and accurate tax record (1pt) Family Engagement (1pt)	Provider must complete a signed YoungStar Contract with DCF Ongoing yearly budget, budget review, record-keeping and accurate tax record (1pt) Parent Handbook (1pt) Family Engagement (2pts)	Provider must complete a signed YoungStar Contract with DCF Ongoing yearly budget, budget review, record-keeping and accurate tax record (1pt) Parent Handbook (1pt) Program has written policies that reduce risk (1pt) Family Engagement (2pts)
Child Health and Wellness		Program supports healthy nutrition and/or physical activity policies and practices (1pt)	Program supports healthy nutrition and/or physical activity policies and practices (1pt)	Program supports healthy nutrition and/or physical activity policies and practices (1pt)
Additional Optional Points Needed		4 or more points	4 or more points	10 or more points

Licensed Day Camps Minimum Points Requirements 2019/2020

Minimum Requirements	2 Star 0-10 Points	3 Star 11-16 Points	4 Star Accreditation	5 Star Accreditation
Regulatory Compliance	Regulatory Compliance	Regulatory Compliance	Regulatory Compliance	Regulatory Compliance
Education		Counselors/Group Leaders with Registry Level 7 and up for 25% of all groups AND Level 5 and up for additional 25% of classrooms (1pt) Director with Registry Level 10 plus 6 of those credits must be in supervision, personnel management or financial management course work (3pts)		Counselors/Group Leaders with Registry Level 9 and up for 50% of all groups AND all other Counselors/Group Leaders with Registry Level 7 and up (4pts) Director with Registry Level 13 and up AND Administrator Credential (7pts)
Environment and Curriculum		Program Self Assessment		
Business and Professional Practices	Program must complete a signed YoungStar Contract with DCF to participate in the Wisconsin Shares program and meet all reporting requirements.	Program must complete a signed YoungStar Contract with DCF Ongoing yearly budget, budget review, record-keeping and accurate tax record (1pt) Family Engagement (1pt)	Program must complete a signed YoungStar Contract with DCF	Program must complete a signed YoungStar Contract with DCF
Child Health and Wellness		Program supports healthy nutrition and/or physical activity policies and practices (1pt)		
Additional Optional Points Needed		4 or more points		

Support for Families Experiencing Homelessness

- The Department of Public Instruction has compiled a guide with [Tips for Supporting Young Children Who are Homeless](#) for schools and child care providers. Each district and charter school must have a staff person designated as the Homeless Liaison, and this person is the primary contact between families and service providers.
- <https://dcf.wisconsin.gov/youngstar/providers/homelessness>
 - DCF Resources
 - Statewide Resources
 - Specific Resources for Milwaukee County Residents
- The Department of Children and Families welcomes your feedback on resources that assist families in crisis. Please feel free to contact DCF at yshomelessness@wisconsin.gov with additional supports that child care providers could use to support children and families experiencing homelessness.





Questions?

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DCF Listserv

Department of Children and Families
Division of Early Childhood Education
Bureau of Early Learning and Policy

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